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ABSTRACT

The pamphlet is designed to assist agency managers, supervisors, and training personnel in planning for and using long-term training opportunities authorized under the Government Employees Training Act. It presents ideas and general guidance on the management of long-term training. Also included is a listing of nine current long-term training programs available to Government employees. (Author)

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# making effective use of LONG-TERM TRAINING

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# making effective use of LONG-TERM TRAINING

**A Guide for Managers, Supervisors, Personnel and Training Officers**

**U.S. CIVIL SERVICE COMMISSION**
**Bureau of Training**
**Training Assistance Division**
**Washington, D.C.**

**October 1973**

## CONSIDERING LONG-TERM TRAINING? ASK THE FOLLOWING QUESTIONS...

1. What sets of skills and knowledges are needed?
   - How can these skills and knowledges be obtained?
   - Is long-term training the best approach?

2. How much will long-term training cost?
   - In terms of salary, travel, per diem, tuition, books, etc.?
   - In terms of current mission accomplishment?

3. How will I get the work done without the employee selected for long-term training?
   - Are there any spaces and funds available for replacements?

4. Whom should I nominate?
   - What are the eligibility requirements?
   - Do all eligible employees know about long-term training opportunities?
   - Can I justify my nomination on the basis of merit?

5. Where should the training take place?
   - What facilities or programs are available?
   - What facility or program will best meet agency and individual training needs?

6. What will the nominee do *after* the training?

7. What should the training program consist of?

8. How will I keep in touch with the trainee?

9. How will I evaluate the results of long-term training?

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# INTRODUCTION

Each year a number of individuals with high potential for further growth and development are selected by Federal agencies to attend educational programs of extended duration. These programs are classified as long-term training, defined as training received by an employee on a full-time basis for more than 120 days in either a Government or non-Government facility.

The Federal Government has used long-term training for many years. Prior to 1958, it usually took the form of university courses of study for specialized scientific occupations. With the passage of the Government Employees Training Act, the use of long-term training increased and expanded to include the development of administrative and analytical abilities of managers and executives.

Although participation in long-term training is minimal in relation to total training efforts, long-term training does represent a sizable investment in terms of manpower, cost and commitment. This investment imposes a serious responsibility on agency management to make the most efficient use of this unique type of employee development.

This pamphlet is designed to assist agency managers, supervisors, and training personnel in planning for and using long-term training opportunities authorized under the Government Employees Training Act. It presents ideas and general guidance on the management of long-term training. Also included is a listing of some current long-term training programs available to Government employees.

## Using Long-Term Training

Long-term training, as a unique situation which maximizes the learning opportunity for selected employees with high potential, may be viewed as an investment made in the future and strength of an organization. It is one approach to enable employees to keep abreast of changes and innovations in their occupational fields, learn new skills, or develop or improve abilities needed in current or future positions. The value of long-term training lies in the benefits to be derived from a concentrated learning program which not only develops and improves needed skills and knowledges but also exposes the participant to new trends and research, fresh insights, and the expertise of persons outside the public sector.

The nature of long-term training as a substantial investment of both dollar and manpower resources imposes a responsibility on agency management to give special attention to the use of this resource. Agency managers, supervisors and training officers should all be involved in the planning and use of long-term training to ensure that this resource is utilized in a manner that will best benefit the agency in accomplishing its objectives.

Generally, long-term training should be used when:

1. The needed set of knowledges or skills requires a comprehensive study program which could not be accomplished by a series of unconnected short-term courses.

2. The time span for acquisition of the knowledge or skill is such that a concentrated long-term program is most feasible.

3. The set of knowledges or skills is so complex, so new or so unique that it could not be readily obtained on a short-term basis from any available agency or interagency source or from a non-Government source.

Often there is an understandable reluctance on the part of an organization to make maximum use of long-term training opportunities. Costs of salary, travel and per diem, tuition, books, and other related expenses incurred as a result of assigning an employee to long-term training can be appreciable. In addition, provisions must be made for the staffing support necessary to achieve objectives during the absence of the employee.

To overcome this problem, a special pool of manpower spaces and funds could be established to support projected requirements for long-term training. Under this arrangement, spaces and funds could be more effectively utilized and organizational units would not be forced to divert current resources furnished for direct support of their missions to meet longer range training requirements of this nature.

## Identifying Training Needs

Manpower development planning begins with a systematic forecasting of overall organizational and manpower requirements. Agency managers should analyze, in one, two and five-year increments, organizational growth, expected turnover, and the availability of talented people to carry out the identified agency mission. This analysis can lead to a determination of

future work performance requirements and the identification of training needs in terms of skills and knowledges necessary to satisfy these requirements.

Reviews to determine training needs should consider agency program needs and also individual employees' training needs as they relate to the agency's program objectives. Long range as well as immediate needs should be identified and a relative priority assigned to each.

After the inventory of training needs is completed, the training officer should determine how each training need can best be met—by part-time, after-hours, short-term or long-term courses. To assure that long-term training is only used in those instances where it is the most efficient or only available means of achieving agency objectives, a justification for the choice should be included in nominations of participants for long-term training.

## Publicizing Opportunities

To assure that all qualified employees are considered for long-term training assignments and that the best people are selected, agencies should develop mechanisms for making information on long-term training opportunities available to all employees, supervisors, and managers. Often, only those employees who learn of a specific opportunity and nominate themselves are considered for a training assignment and other high potential employees are overlooked. If all supervisors and managers are made aware of the opportunities open to them to develop their employees, identified training needs can be more effectively met.

Information on training opportunities should include a description including objectives of the training, eligibility requirements and limitations and restrictions on the training, such as agency man-year limitations, minimum years of service requirements and maximum time spent in training limitations.

Some agencies publicize training opportunities by a memorandum sent to all field and headquarters managers. Others issue annual broad-range training announcements or special announcements on individual long-term training programs which are given widespread distribution and publicity. Whatever method is used, managers should be responsible for disseminating this information to all employees and supervisors. Adequate publicity can help to assure equitable consideration of all employees and the proper use of the long-term training resource.

## Selecting Participants

The selection of participants for long-term training is an ongoing process which involves extensive planning in relation to agency goals and to individual career development plans. To assure that the best candidates are nominated and selected, selection procedures should be established to include participation of supervisors, management officials (especially those at the top of the organizational structure), training officers, and career counselors.

Nominations for long-term training, whether made by individual supervisors or by a career development committee, should include the following:

—a statement of the training objective in terms of skills and knowledges to be acquired

—a tentative training plan, including courses, study or research projects, etc., and their relationship to the training objective

—a post-training utilization plan

—a justification for choosing long-term training as the most efficient means of achieving the stated objective

—a statement that the nominee meets basic Federal Personnel Manual and agency eligibility requirements, such as minimum number of years of continuous service, maximum amount of time spent in training, etc.

Federal Personnel Manual 410, Subchapter 5–2, prohibits the training of an employee through non-Government facilities for the purpose of filling a position by promotion if there is available another employee of equal ability and suitability who is fully qualified for the position to be filled. Because selections for long-term training, whether in a Government or non-Government facility, usually result in increased opportunity for advancement and promotion, selections should be made competitively. If merit selections are made, the possibility of complaints of discrimination or preselection for resultant promotions can be avoided.

In the selection process, the following factors should be considered:

(1) The relevancy of the training to current and/or projected assignments in terms of organizational requirements.

(2) The relevancy of the training to identified individual developmental needs.

(3) The timing of the long-term training assignment in relation to the candidate's past work experience and management's assessment of career potential.

(4) Evidence of the candidate's ability and desire to successfully undertake and complete a comprehensive long-term training program. This information could be obtained by interviews, supervisory judgment, past self-development efforts, transcripts of previous training, etc.

(5) The candidate's commitment to the organization and to the Federal Service.

(6) Basic merit principles providing equal opportunity to all eligible employees.

Nominations should be reviewed by a panel based on these factors. The makeup of the panel might differ according to organizational structure but should include management officials, supervisors, training officers, personnel management specialists, and career counselors. This panel would be responsible for screening nominations, determining basic eligibility, ranking candidates for consideration and making recommendations on selections. Final selection decisions should be made by the agency manager, on the recommendation of the panel.

If an agency knows what its goals and priorities are, if appropriate selections have been made, and training objectives have been agreed upon, plans can easily be drawn up to use the newly acquired skills and knowledges developed during the long-term training assignment.

Prior to the training assignment, a written plan should be prepared stating how the skills and knowledges acquired will be utilized upon the employee's return. The plan might also include a long-range projection of subsequent job possibilities. In all cases, there should be a direct relationship between the focus of the training and the utilization of the employee upon return to work.

Post-training utilization plans should include a description of what skills and knowledges will be acquired through long-term training, how these will be applied in terms of added responsibilities in the employee's current position or in future positions, what target positions are available to the employee immediately after the training assignment and in the future, and what additional training will be needed for full performance in long-range target positions. Plans might also include a statement of any agency plans for geographical reassignment or relocation. These plans should be drawn up in advance of training assignments so the employee will have a definite idea of what position he is returning to and can tailor his studies to the specific requirements of that position.

## Planning the Training Program

Concurrent with the development of a utilization plan, the selected individual, with his supervisor's assistance, should develop a written statement of the learning objective in terms of significant skills and knowledges to be acquired and how these relate to identified training needs and priorities. An objective stated in these terms is essential to determining the course of study to be pursued.

After the objective is set, the employee and supervisor should develop, with the aid of training personnel, a tentative list of courses and/or study projects to be undertaken during the long-term training assignment. A review of current catalogs from various colleges and universities will aid in determining available curriculum, course content and prerequisites, and projected costs for the training assignment. The initial training plan should be detailed enough to provide clear evidence of the value of the training to the agency but flexible enough to allow for modifications after consultation with a faculty advisor. It should offer alternatives based on differences in curriculum, availability of courses and special research projects, and admission requirements at various schools.

After a facility is selected, the study program plan should be finalized, with the help of a faculty advisor, to include specific course offerings and the time frame in which they will be taken. The plan should remain flexible enough to be modified according to changing work requirements and priorities that the agency might experience during the employee's long-term training assignment.

After the training objective has been defined and a tentative training program proposed, a survey should be made of available resources for accomplishing the objectives of the training. The first to be considered is any available Government facility. Several Federal agencies, including the Department of State and the Department of Defense, have special long-term training facilities available to their own employees and, by special arrangement, to employees of other agencies.

If adequate training through a Government facility is not reasonably available, the full range of non-Government sources should be explored. Long-term training programs which have been developed with the special needs of Government in mind should receive primary consideration. Some of these programs are listed in the Appendix C. The principal criterion for selection of a facility is the ability to meet the agency's training need effectively, economically, and in a timely manner. Other factors to be considered are:

—comparative cost

—geographic accessibility

—availability of special facilities (laboratories, libraries, etc.)

—curriculum content (including prerequisites for the proposed study program and degree requirements)

—availability of training at a particular time or place as is needed.

Often the selection of a particular facility over others of comparable quality will be determined by the opportunity it offers for the employee to be in contact with and participate in current research being carried on in that institution which is significant to the agency mission. Many agencies have established continuing relationships with institutions that have developed special curriculum to meet agency needs.

Because long-term training should not be undertaken for the sole purpose of obtaining a degree, the facility chosen should be one which will allow the individual enough flexibility to tailor studies to the learning objective rather than to degree requirements. Individual preferences may be taken into consideration but should not be the deciding factor in the selection of a training facility.

If an agency has had no previous experience with the facility, information on its competency can be obtained from various sources:

(1) Other agencies whose employees have been trained at that facility.

(2) Individual employees or groups of employees who are experts in the field in which the training is to be given.

(3) Professional groups.

(4) State or national accrediting associations.

(5) Department of Health, Education and Welfare, Office of Education.

Federal agencies are prohibited by law from selecting training facilities that discriminate on the basis of race, religion, color or national origin in admission or subsequent treatment of students. In those cases where the facility selected discriminates on the basis of sex, i.e., a noncoeducation institution, the agency must assure that there is no discrimination within the agency in the selection of candidates resulting from the choice of such a facility.

## Maintaining Contact

As part of the overall training and utilization plan, provisions should be made to maintain contact with the employee during the training assignment. Although the learning process is strengthened by noninvolvement in daily work routines, a total lack of communication can create anxieties about current agency occurrences and their impact on the employee.

A pre-training visit to the facility may be desirable to allow the individual and his supervisor to consult with a faculty advisor on proposed courses, research, study projects and other activities available to best achieve the stated training objective. Subsequent visits by the supervisor or other officials can be made to discuss the training program, the employee's progress, and any modifications that need to be made in the program. If the geographic location of the facility makes personal visits impractical, written and telephone contacts should be made to both the employee and the facility to ensure that the training objective is being met and to make any necessary changes in the study program. Periodic contacts can also provide an ongoing evaluation of both the employee's progress and the value of the long-term training assignment.

Communications, whether agency or employee-initiated, need not focus entirely on the training program. Persons in a training status are still agency employees and ought to know of any significant development at the agency that may be of interest or affect them. Some agencies keep their long-term training participants aware of agency happenings by routinely sending them all current agency issuances.

## Evaluating the Results

To realize an appropriate return from the substantial investment required for each long-term training assignment, agency management should devise a formal evaluation system which will assess the impact of the training experience and identify areas where improvements are needed. A formal evaluation system should:

1. Determine the value of the training as it relates to the training objective and the agency mission.

2. Identify new or improved skills demonstrated on the job by the participant.

3. Measure the degree to which new skills and knowledges are being utilized.

4. Determine the competence of the facility in providing effective training.

Evaluations should be completed by the participant, his supervisor, the participant's advisor, and training personnel at specified intervals.

During the training the participant, the supervisor and the participant's advisor at the training facility should regularly review training objectives and progress in meeting these objectives. Approximately one month after return to work, the employee should be asked for narrative comments on the following:

1. If the stated objective of the training was met.

2. What new skills and knowledges were acquired.

3. How the new skills and knowledges are being utilized on the job (if they are not being utilized, a description of the factors preventing full utilization).

4. If the study program met needs and expectations in relation to the stated objective and to the individual's career development.

5. What types of contacts were maintained. (If they were self or agency-initiated; about the study program or job-related matters; meaningful and useful.)

6. How the training could have been improved.

7. If the skills and knowledges could have been obtained in some other way to equal or better advantage and at less cost to the agency.

8. If the employee would recommend continued use of that facility.

Six months after the employee's return, the current supervisor should be asked to evaluate job performance to assess the effectiveness of the training received and its applicability to the current job assignment.

After these evaluations are completed, the training officer should use the individual assessments of the training to analyze the value of the specific training. The training officer should also provide feedback to the facility used on the agency evaluation of the effectiveness of the training provided. Evaluations (both employee and supervisor) of all such training should serve as the basis for training officer proposals to top management on the continued use of long-term training to meet agency objectives.

Evaluations of the utilization of skills and knowledges acquired during the training assignment should be completed by the employee and the supervisor at six-month, one and two-year intervals.

Agency management should use these evaluations and the recommendations of the training officer to set future priorities and investment levels for long-term training and to determine future development and utilization of the participant.

In order to provide a basis for determining the value of a training assignment and the future use of this resource, records should be kept on each long-term training participant. In addition to the information required to be submitted on long-term training (Standard Form 10, Appendix A), agencies should document all information about long-term training participants that will assist them in evaluating the long-term training assignment. A suggested format for recording information on long-term training is shown in Appendix B.

## STEPS IN THE MANAGEMENT OF LONG-TERM TRAINING

1. Top management determines training needs and priorities and sets total long-term training investment level.

2. Training Office publicizes long-term training opportunities to all managers, supervisors and employees at a time early enough to allow for widespread dissemination of information.

3. Supervisor and employee develop tentative training plan and post-training utilization plan.

4. Supervisor (or career development committee) nominates employees.

5. Selection panel reviews nominations and makes recommendations.

6. Agency head makes final decision based on panel recommendations.

7. Training Office notifies supervisors and candidates of selection made.

8. Training Office reviews nominee's training and utilization plan and recommends facility to be used.

9. Training Office submits plan and application to facility directly or through sponsoring unit to facility for admission. Arranges for payment of tuition, fees, travel, etc.

10. Employee and supervisor consult with a faculty advisor to finalize training plan.

11. Supervisor and employee establish system for maintaining contact during training.

12. Employee, supervisor and faculty advisor periodically evaluate training program according to stated training objective.

13. Upon employee's return, employee and supervisor evaluate training assignment and post-training utilization.

14. Training Office analyzes evaluations, provides feedback to facility and recommends future training investments and further development of long-term training participant.

STANDARD FORM 10
APRIL 1966
U S CIVIL SERVICE COMMISSION
F P M CHAPTER 410

# APPENDIX A
# TRAINING REPORT
# SECTION 18(a)(2)
# GOVERNMENT EMPLOYEES TRAINING ACT
# (Public Law 85-507)

Date

## INSTRUCTIONS

This form will be a separate attachment to each Department's annual report of training, as required by the Government Employees Training Act, and will be used only for reporting the information required by section 18(a)(2) of the Act and by section 39.207(b)(2) of the Civil Service Commission's Training Regulations. This form will be prepared in sufficient quantity for three (3) copies to reach the Civil Service Commission, not later than September 1 of the fiscal year following that covered in the report.

1 REPORTING DEPARTMENT OR AGENCY (*Organization preparing form*)

2 LOCATION (*Include ZIP code*) (*If outside Washington, D.C. metropolitan area*)

The person named below (not a student in a work-study program) received more than one hundred twenty days of training, as indicated, by, in, or through a non-Government facility during the fiscal year _____

3 NAME (*Last*) (*First*) (*Initial*) 4 GRADE

5 TITLE

6 DUTY STATION AT TIME OF ASSIGNMENT TO TRAINING

7 PRIMARY DUTIES

8 TRAINING FACILITY (*Identify each facility, group, or person providing training*)

9 TITLE OF TRAINING COURSE AND PLACE GIVEN

10 NUMBER OF TRAINING DAYS (*8 hours of training equal 1 training day*)

11 TRAINING CATEGORY ☐ PROFESSIONAL OR SCIENTIFIC ☐ SUPERVISORY OR MANAGEMENT ☐ TECHNICAL ☐ OTHER

| 12 COST TO GOVERNMENT | TUITION | RELATED FEES | TRAVEL EXPENSE | | TOTAL |
|---|---|---|---|---|---|
| | | | TRANSPORTATION | PER DIEM | |
| (*Complete all items*) | $ | $ | $ | $ | $ |

13 STATE BRIEFLY THE RELATIONSHIP OF THE CONTENT OF THE TRAINING COURSE TO THE EMPLOYEE'S OFFICIAL DUTIES

## APPENDIX B

## RECORD OF LONG-TERM TRAINING

| NAME | DATE OF BIRTH | YEARS OF FEDERAL SERVICE |
|---|---|---|
| DIVISION OR OFFICE | POSITION TITLE, SERIES, GRADE | |
| SUPERVISOR'S NAME AND TITLE | TELEPHONE NUMBER | |

DESCRIPTION OF DUTIES AT TIME OF ASSIGNMENT TO TRAINING

TRAINING OBJECTIVE

JUSTIFICATION OF USE OF LONG-TERM TRAINING

NOMINATED BY: ☐ Employee ☐ Supervisor ☐ Career Plan

| TRAINING FACILITY (NAME AND ADDRESS) | PERIOD OF TRAINING | |
|---|---|---|
| | FROM | TO |

| JUSTIFICATION OF FACILITY SELECTION | COST |
|---|---|
| | Salary .....<br>Benefits .....<br>Academic Fees .....<br>Travel and Per Diem .....<br>Other .....<br>Total ..... |

TRAINING PROGRAM (ATTACH SCHEDULE OF COURSES, TRANSCRIPTS, ETC.)

RELATIONSHIP OF TRAINING TO CURRENT OR PROJECTED DUTIES

POST-TRAINING UTILIZATION (ATTACH UTILIZATION PLAN)

# APPENDIX C. SELECTED LONG-TERM TRAINING PROGRAMS

Included in this appendix are various special, broad-based programs designed to meet the needs of mid-careerists preparing to assume high-level policy-making and management responsibilities. Some of these programs are valuable resources which agencies will want to consider as they plan and implement executive development programs under the Guidelines for Executive Development (FPM Letter 412–1, dated October 8, 1971). This is by no means an exhaustive list of all of the long-term training opportunities authorized under the Government Employees Training Act.

In addition to those listed are two programs sponsored by individual agencies primarily for their own employees. The Department of State offers long-term training to its own employees and, by special arrangement, to employees of other agencies through the Foreign Service Institute, in the fields of foreign affairs, economic training, language studies, and area and country studies. Information may be obtained by contacting the Office of the Registrar, Foreign Service Institute, Department of State, Washington, D.C. 20520. Special programs are also sponsored by the Department of Defense primarily for military employees, such as the National War College, the Naval War College, the Industrial College of the Armed Forces, and the Armed Forces Staff College. Information on these programs can be obtained from the Office of the Assistant Secretary of Defense, Manpower and Reserve Affairs, Pentagon, Washington, D.C. 20301.

Many universities offer specialized training for careerists in the public sector in their regular graduate degree programs. There are also long-term training programs arranged by agencies for their own employees designed to meet specific agency needs. Information on these long-term training opportunities may be obtained through individual agency training offices.

## The Alfred P. Sloan Fellows Program

**Sponsor:** Massachusetts Institute of Technology

**Location:** Sloan School of Management, Cambridge, Massachusetts

**Duration:** Twelve months, June to June

**Purpose of the Program:**

The Alfred P. Sloan Fellows Program is designed for a limited number of competent young executives whose employers nominated them to the program because their performance on the job indicates senior management potential. These Sloan Fellows spend twelve months with the M.I.T. faculty and with policymakers in industry and Government to study the theory and practice of effective and responsible management decisions in a rapidly changing society.

**The Program:**

The program is a full and demanding year, calling for extensive reading, critical analysis, and active participation in classes, discussions, and field trips. The course work is arranged to meet the requirements for the degree of Master of Science in Industrial Management. Those who do not work towards the degree may select an individual problem of smaller scope and substitute additional course work for the thesis.

The summer term provides the foundation of knowledge on which the fall and spring terms continue to build. It is an introduction to fundamental management and economic problems, methods of analysis and concepts of accountability and control, and it also includes an intensive one-week laboratory in group dynamics. In the fall and spring terms, most of the work is directly or indirectly concerned with management and administration.

**Qualifications and Selection of Nominees:**

There is no rigid requirement of a particular educational or industrial background for participation in the program. Individuals with both technical and non-technical backgrounds may be nominated. Nominees should have completed a four-year course leading to a bachelor's degree in a recognized college or university. Academic experience and record must be of a type and quality indicating ability to profit from study and discussion at an advanced level. Nominees should have from five to ten years of experience after completing their academic education. Some part of this experience should indicate the applicant's ability to carry managerial, as contrasted with purely technical, responsibilities. Nominees are usually at grade level GS–14 and above.

Candidates are nominated by American and foreign companies, both large and small, as well as by Government agencies. Participants are selected by M.I.T. on a competitive basis, not more than fifty a year. Applications should be received by M.I.T. prior to March 1.

**Information:**

Executive Programs
Sloan School of Management
Massachusetts Institute of Technology
50 Memorial Drive
Cambridge, Massachusetts 02139

## Education for Public Management Program

**Sponsor:** United States Civil Service Commission

**Duration:** One academic year

**Purpose of the Program:**

EPM provides for a nine-month residential academic experience at one of nine participating universities. It is designed to serve the training and development needs of individuals who are at mid-career and who have been carefully identified by their agencies as having the talent and potential to assume increasing responsibilities in the overall direction of agency programs and policies.

The emphasis is on academic programs which meet the needs of the individual and the employing agency in areas of management processes and methods and subjects related to the mission of the agency. Therefore, the program is aimed at better mastery and understanding of how to identify and achieve organizational goals, mobilize and allocate resources, and evaluate results. This includes the opportunity to explore broader dimensions of organizational activity, to improve interdisciplinary coherence of decision making and to look toward future organizational directions.

EPM is not designed to be a degree program and should not be undertaken for the sole purpose of obtaining a degree. The program provides a unique opportunity to use university resources flexibly to learn in a way that promotes individual career development. Occasionally these learning programs may lead toward a degree but only when there is a clear consistency between the individual's career development plans, agency needs and the degree requirements of the particular university.

**The Program:**

The following universities cooperate with the U.S. Civil Service Commission and sponsoring agencies in the Education for Public Management program: Cornell, Harvard, Indiana, Massachusetts Institute of Technology, Princeton, Stanford, University of Southern California, University of Virginia, University of Washington.

Each participating university has an EPM program advisor, a full-time faculty member, who provides aid to participants in their program planning. The advisor also serves as the liaison with agency management and the U.S. Civil Service Commission.

Each university provides a core seminar for EPM participants which brings them together to focus on common issues in public affairs and administration. The seminar also provides for a meeting place to exchange ideas and draw on the experience of mature and successful men and women in government.

The participating universities have arranged for mid-careerists to be admitted and take courses without regard for many of the usual academic prerequisites. Courses usually can be taken on either an audit or a credit basis.

A variety of other developmental activities are planned for EPM participants, such as occasional field trips and special sessions with visiting scholars and public officials. There are luncheons, social activities and in some schools special programs for spouses.

**Qualifications and Selection of Nominees:**

Nominations for participation in the EPM program are made to the U.S. Civil Service Commission by officials of the employing departments or agencies early in the year. Self-nominations or nominations by officials of sub-units of departments or agencies cannot be accepted. An individual considered for nomination should:

- have a minimum of five years civilian service.
- be in the GS–12 to GS–14 range. Nominations will be considered for outstanding GS–11's and GS–15's who might profit from a university study experience.
- have an ability to reason in the abstract, and organize and articulate ideas.

**Information:**

Office of Career Development Programs
Training Assistance Division
Bureau of Training, Room 7647
U.S. Civil Service Commission
Washington, D.C. 20415
(202-632-7622)

## Education Program for Federal Officials at Mid-Career

**Sponsor:** Princeton University

**Location:** Woodrow Wilson School of Public and International Affairs, Princeton, New Jersey

**Duration:** One academic year from approximately September 1 to June 1

**Purpose of the Program:**

The Woodrow Wilson School of Princeton University has developed a program of mid-career education for a small group of public servants who have demonstrated high competence and unusual promise.

In public affairs and public administration, there is both the problem of obsolete knowledge and the need to fill significant gaps in the basic understanding of persons moving up the ladder of responsibility from relatively specialized activity to the handling of broader concepts and issues.

The Woodrow Wilson School is staffed and organized to enable mid-career officials to enlarge their knowledge in particular disciplines, to relate their fields of specialization to the broader concerns of Government, and to sharpen their capacity for objective analysis of governmental problems.

**The Program:**

In planning the educational program, the mid-career official will be free to choose from a wide and varied set of courses and seminars. Special areas of program interest are: International affairs; American foreign policy and national security affairs; economic growth and political changes; urban affairs; and economics and public policy.

The formal courses, seminars, and policy workshops are supplemented by shorter policy conferences from time to time with scholars from the Princeton faculty and experienced administrators from Federal, State, and local governments analyzing current and emerging problems of public policy.

The program of each mid-career official is framed by the individual, after consultation with members of the school's faculty to meet the individual's career needs. No specific seminars or courses are required; the choice of courses is the individual's own. Each mid-career official is encouraged to take those seminars which will further career development, or to take less formal work and to dig deeply through independent reading, inquiry, and observation into those problems of the public service with which the individual is especially concerned.

In addition, the school will normally expect that each mid-careerist will undertake a thoughtful essay. It is the purpose of this writing exercise to help the mid-careerist sharpen a focus of thinking, to bring to bear on the essay some of the important ingredients of previous experience, work at the school, and the individual's own imagination and analytical powers.

**Qualifications and Selection of Nominees:**

Nominees are expected to be persons of proven accomplishment whose agencies, by endorsing their application, manifest belief that they are ready for policy making and managerial positions near the top of the Federal career service. Normally nominees will have achieved a position of at least the GS–14 level. Nominees must be eager to broaden their outlook beyond that of a particular specialty or individual agency in preparation for undertaking larger and more complex responsibilities in the public service.

Agencies are requested to submit nominations to Woodrow Wilson School prior to February 1, in order that selections by Princeton may be announced on or about March 15.

**Information:** Director of the Mid-Career Program
Woodrow Wilson School
Princeton University
Princeton, New Jersey 08540

## Federal Executive Fellowship

**Sponsor:** Brookings Institution

**Location:** Washington, D.C.

**Duration:** The length of the fellowship will be determined by the candidate, the sponsoring agency, and Brookings, based upon the nature and scope of the proposed project. Usually, fellowship appointments are made for the duration of one year.

**Purpose of the Program:**

The program has two basic purposes: (1) to increase the knowledge, proficiency, and skill of senior civil servants; and (2) to permit government executives to make research contributions to public policy issues.

**The Program:**

One or two fellowships are available each year for those who would like to have a learning experience in the educational activities conducted by Brookings under the Advanced Study Program. In this program, the fellow will be exposed to and participate in the planning, development, and conduct of educational conferences on public policy issues for leaders in public and private life.

The fellowship offers an unusual opportunity for independent research and study. The program is basically unstructured, in order to provide each fellow maximum freedom to pursue a study project. No formal series of seminars or courses is provided. However, fellows are afforded opportunities to attend and participate in conferences and seminars scheduled by the Institution. Fellows also have access to Brookings staff members on an individual basis for guidance during their research. Periodic meetings of the fellows are held to provide an opportunity to report on progress and problems and to expose the fellows to some of the work in progress at Brookings.

**Qualifications and Selection of Nominees:**

Executives nominated should have a minimum of ten years of career service and a demonstrated capacity for independent research. Each candidate must submit a plan for proposed research. Projects should be in the fields of Brookings research activities (economics, government, or foreign policy) and should be of such scope as to require from six to twelve months of research and to result in useful reports, articles, monographs, or books.

Prospective fellows must be nominated by their agencies. Federal agencies are expected to pay the salaries of the fellows during their fellowships. Agencies may pay salaries of fellows under the Government Employees Training Act. State and local government employees are also eligible, if the sponsoring agency has authority to pay their salaries, and living expenses if required, during the fellowship.

Nominations, accompanied by completed application forms and research plans, are accepted on a continuing basis. Fellowships may begin at any time to suit the schedule of the individual and the agency.

**Information:** Director, Advanced Study Program
The Brookings Institution
1775 Massachusetts Avenue, N.W.
Washington, D.C. 20036

## Fellowship in Congressional Operations for Executives

**Sponsor:** U.S. Civil Service Commission

**Location:** Washington, D.C.

**Duration:** One year

**Purpose of the Program:**

This Fellowship is designed to provide an opportunity for some of the most promising young Federal executives to acquire a thorough understanding of congressional operations.

**The Program:**

Persons selected will participate in a variety of assignments designed to develop their knowledge and understanding of congressional operations. As Fellows from executive agencies, they will share activities with other members of the Congressional Fellowship Program who come mainly from journalism, law, and college teaching. These activities include:

(a) Attendance at an intensive and comprehensive Orientation Program on the legislative branch conducted by the American Political Science Association in preparation for later work assignments.

(b) Full-time work assignments in the offices of Congressmen and Senators and with staff members of congressional committees.

(c) Participation in weekly seminar meetings with leading congressional, governmental and academic figures.

From these and other planned experiences, Fellows will be expected to gain:

(a) Thorough knowledge of the organization of Congress.

(b) A well-balanced understanding of the legislative process and the factors and forces which influence it.

(c) Some congressional perspective of national objectives and executive branch operations.

(d) A sound grasp of the scope and variety of congressional responsibilities and their relationship to the total process of government.

**Qualifications and Selection of Nominees:**

Nominees for this Fellowship should be career employees in grade range GS–12 through GS–16 or equivalent. Each of them should be in a managerial or executive position, or be likely to be assigned to such positions in the future. Preference is given to those who are taking part in an agency's own executive development program. Nominations should be completed and all information received by the General Management Training Center, Bureau of Training, Civil Service Commission, by May 1.

**Information:**

General Management Training Center
Bureau of Training
Room 201
U.S. Civil Service Commission
1100 17th Street N.W.
Washington, D.C. 20036

## Maxwell Mid-Career Development Program

**Sponsor:** Syracuse University

**Location:** Maxwell Graduate School of Citizenship and Public Affairs, Syracuse, New York

**Duration:** One or more academic terms

**Purpose of the Program:**

The Mid-Career Development Program has been designed to increase the managerial knowledge, ability, and skills of experienced government officials who have been identified by their agencies as having potential for advancement to higher positions demanding progressively greater managerial and executive responsibilities.

**The Program:**

Participants in the program will normally take four or five semester-long courses. Two courses are required:

*The Mid-Career Training Group*

This course meets for a full week prior to the beginning of the semester, and weekly thereafter. The group provides an opportunity for mid-careerists with different backgrounds to exchange professional experience and aspirations, to provide feedback regarding the current learning experience, and to plan programs of individual and group study.

*The Executive Action Course*

Prior to arrival on the campus, each trainee will have completed a personal "inventory of learning needs" which will provide important guidance in shaping the executive action course. The purpose of the course is to bring together modern approaches to management with the actual problems and practices of the agencies represented in the mid-career program. The topics to be covered, the relative amount of time spent on each, and the techniques with which the topics will be handled will be determined by the Mid-Career Training Group and its faculty facilitator.

Beyond these two basic seminars, participants are encouraged to avail themselves of the full resources of the University, and will be assisted by a faculty facilitator in assuring that the program meets their needs.

The sponsoring agency may wish to require certain courses or emphases, or even specify that a special seminar be instituted for its people. However, most of the responsibility for the learning model will be left to the individual.

**Qualifications and Selection of Nominees:**

While the program is conducted on a graduate level commensurate with the standards of the Maxwell School, no undergraduate degree is required for participation.

Generally, those chosen have had significant responsible administrative experience, and have been in grades GS–13 through GS–15. Equally high performance has been achieved by both generalist administrators and those with predominantly technical experience prior to participation.

Applications are accepted on a continuing basis.

**Information:**

Maxwell Training and Development Programs
Continuing Education Center for the Public Service
109 Roney Lane
Syracuse, New York 13210

## Practicing Engineer Advanced Study Program

**Sponsor:** Massachusetts Institute of Technology

**Location:** The M.I.T. Center for Advanced Engineering Study, Cambridge, Massachusetts.

**Duration:** One or more academic terms: the total period spent by an individual in the Program will depend on his objectives. However, for most participants two terms are recommended.

**Purpose of Program:**

The Practicing Engineer Advanced Study Program enables experienced engineers and applied scientists to work in depth in technological areas pertinent to their professions. The program provides an opportunity for key people from industry, government, and education to broaden and deepen their technical competence, to prepare for continued leadership in an age of unparalleled technological change.

**The Program:**

The entire spectrum of M.I.T. activities is made available; undergraduate and graduate subjects, seminars, colloquia, and research. The Center offers, in addition, special subjects and seminars open only to participants enrolled in the Practicing Engineer Advanced Study Program.

The format of the Program is one of great flexibility. Each Fellow works out an individual program in consultation with M.I.T. faculty. Some participants carry a substantial load of formal classroom subjects. Others delve deeply into research frontiers, following and digesting emerging technology and evaluating its relevance to their home organizations.

The Center for Advanced Engineering Study conducts weekly seminars during the fall and spring terms, designed to acquaint the Fellows with important emerging fields or new developments.

A certificate is awarded following satisfactory completion of the Program. Grades will be recorded for those M.I.T. subjects that are taken for credit.

**Qualifications and Selection of Nominees:**

The primary requisites for admission to the Program are several years of professional experience, a record of past professional accomplishment, evidence of serious intent, intellectual maturity, and the technical background needed for participation in regular M.I.T. subjects and other scholarly activities of M.I.T.

Selection criteria will include: the relevance of the program which the candidate proposes to follow while at M.I.T. to the candidate's present background and responsibilities and future responsibilities at the home organization.

Applications for the fall term should be received before July 1; for the spring term before December 1; for the summer term before March 1.

**Information:**

Center for Advanced Engineering Study
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

# The Science and Technology Fellowship Program

**Sponsor:** U.S. Department of Commerce

**Duration:** Ten months, September to June

**Purpose of the Program:**

The Commerce Science Fellows are brought together for the study of national and international issues related to the development and application of science and technology. The ComSci program endeavors to build a clearer understanding of the following:

- the criteria for choice among scientific and technical programs;
- the economics of fiscal policy and the budget for science in Government;
- technological innovation as an element in the nation's economic growth;
- scientific manpower as a problem of national policy;
- the role of higher management in decisions on technical programs;
- science and technology in world affairs; and
- the organization of scientific activities in the Federal Government.

**The Program:**

By combining an intensive educational and orientation program with actual work assignments, the ComSci program fosters greater awareness of the technical activities and problems existing in other agencies of the government, thereby providing motivation and encouragement for the development of cooperative endeavors and programs.

The program includes a variety of special events, lectures, seminars, visits, conferences, field trips, and interactions with key people from both the public and private sectors. Participants will spend one week on Capitol Hill in an intensive congressional orientation, one week with the Brookings Institute, Science Policy Conference and take two week-long field trips for on-sight inspection of scientific institutions and industrial complexes.

**Qualifications and Selection of Nominees:**

Each year fourteen to sixteen nominees are accepted to the program, largely from bureaus of the Department of Commerce, although Commerce welcomes limited outside participation. Candidates are nominated by their institute directors, through the bureau chief to the Assistant Secretary of Commerce for Science and Technology. The program is primarily for scientists grade GS–14 and above although lawyers and economists have benefitted. Nominations should be made before June 15, starting about April 15.

**Information:**

Program Director
Office of Assistant Secretary of Commerce
for Science and Technology
Room 3877
Department of Commerce
Washington, D.C. 20230

# The Stanford-Sloan Program

**Sponsor:** Stanford University

**Location:** Graduate School of Business, Stanford, California

**Duration:** Nine months

**Purpose of the Program:**

The Stanford-Sloan Program is designed to give exceptionally able young executives an opportunity to make an intensive study of new concepts and developments in business, to develop a top-management perspective, and to broaden their intellectual horizons.

The Stanford-Sloan Program stresses the following specific objectives:

- to develop a better understanding of the economic, social, and political environment of business;
- to develop a top-management perspective, an aptitude for considering problems from the viewpoint of the entire organization;
- to develop managerial skills and techniques and a breadth of vision beyond the scope of the employee's own area of activity;
- to provide the opportunity for practical operating executives to study under the guidance of outstanding professors;
- to develop increased competence in particular areas of specialization through individual research and extensive directed reading.

**The Program:**

The course of study is built around the basic processes of management, planning, organizing, coordinating, motivating, and controlling. Attention is given to both the internal and external environmental problems of the organization. Features of the program include: individual study and development; special top-management seminars; research experience; small group seminars; and field trips.

Although the Fellows follow a common course of study, many elective subjects are available throughout the university for those desiring to take a limited amount of special work in a particular field of interest.

Approximately two-thirds of the Fellows' time is spent in regular program seminars, with the other third of their time being devoted to directed reading, to individual research, to field trips, and to supplementary course work.

**Qualifications and Selection of Nominees:**

Nominees must have the full endorsement of the top management of their activities. They must have a bachelor's degree from an accredited college or university, and they should have had approximately ten years of work experience. This experience should have shown evidence of managerial capability plus demonstrated potential for advancement to high-level managerial assignments. Normally the nominee will be at GS–14 or above.

Applications for admission should be filed as early as possible. Decisions on applications will be made after April 15.

**Information:**

Director, the Stanford-Sloan Program
Graduate School of Business
Stanford University
Stanford, California 94305